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ABSTRACT

The New Mexico Coalition for Literacy conducted a statewide literacy survey in May and June, 1990. Of 78 questionnaires distributed to programs believed to offer some adult literacy service, 34 responses were received, including those from 6 adult basic education programs, 1 adult education program on a reservation, 21 community-based and/or volunteer-based literacy programs, and 6 special population programs. Program data are presented in two groups: those of 24 community-based organizations (CBOs) and those of 10 non-CBO respondents. Because not all respondents answered each question, a list of organizations responding is presented with each question. Information presented includes the following: organization name; years founded; fiscal year dates; sponsoring agency and services provided; service area (rural or urban); teacher/tutor demographics and training; role of program coordinators; student characteristics; instructional methods used; instructional strategies and curricula used; funding sources; instructional sites and hours of operation; and areas currently of greatest need. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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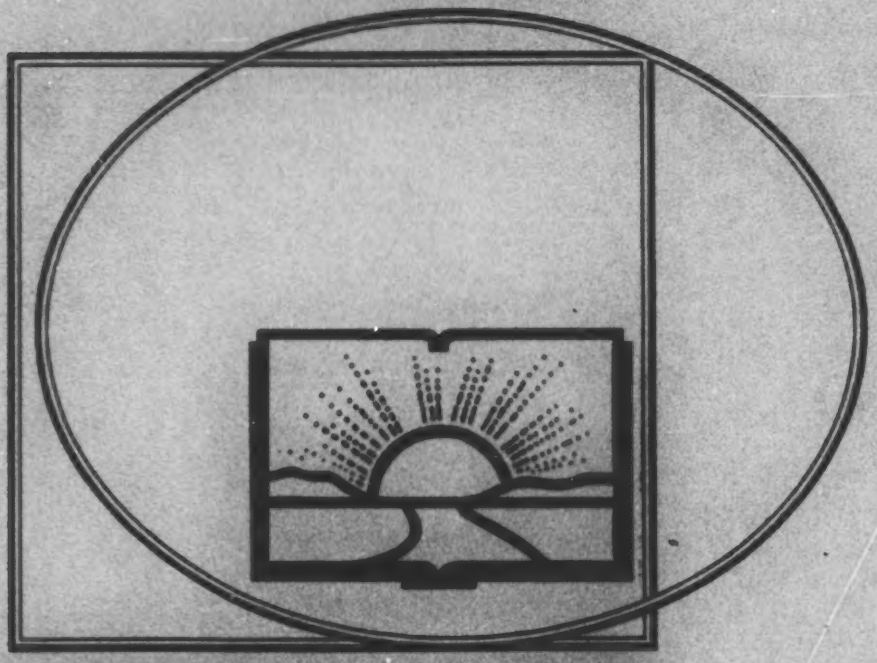
NEW MEXICO ADULT LITERACY



SERVICES SURVEY RESULTS 1990

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NEW MEXICO COALITION FOR LITERACY

New Mexico Coalition for Literacy

Results of the 1990 Survey of Literacy Service Providers State of New Mexico

November 1990

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-Susie Sonflieth, Executive Director
-Penelope Stowell, Resource Developer

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New Mexico Coalition for Literacy
Survey of Literacy Service Providers

June, 1990

Publication date: November 15, 1990

Table of Contents

Executive Summary

Survey Results (non-CBOs on left facing page ("A");
CBOs on right facing page ("B"))

1: Organizational Data
2: Sponsoring Agency/Services Provided
3: Teachers/Tutors-Demographics
4: Teachers/Tutors-Professional Data
5: Program Coordinators
6: Student Demographics
7: Instructional Methods
8: Instructional Strategies/Curricula
9: Funding Sources
10: Instructional Sites
11: Areas of Need

Comparative Summary

Survey Format

Executive Summary

The New Mexico Coalition for Literacy conducted a statewide literacy survey in May and June, 1990. Seventy-eight questionnaires were distributed to programs which are believed to offer some type of adult literacy service.

Thirty-four organizations (44%) responded, although not all organizations answered all questions. The responding organizations included six Adult Basic Education (ABE) programs, one adult education program on a reservation, 21 community-based and/or volunteer-based literacy programs, and six special population programs (two HEP, three HELP and one Work Unlimited).

In order to present more meaningful data, we have divided the respondents into two groups. The first group represents 24 community-based organizations (CBOs), three (the HELP organizations) using primarily paid teachers/tutors and 21 using primarily volunteer teachers/tutors. These organizations are funded through a variety of private and public sector sources, including some ABE funds. The second group of 10 non-CBO respondents represents six ABE-based programs, the two HEP programs, Albuquerque Skills Center Work Unlimited program (a JTPA program) and Laguna Adult Education. All of these programs use primarily paid teachers/tutors and are funded primarily through governmental sources.

Also note that not all projects responded to all questions, and in many cases, responding projects filled out more than one possible response. The number of programs responding to a given question is noted in parentheses next to the topic (i.e. "Year organization was founded (21):"), and interpretive data follows each question where it is appropriate. A list of responding organizations is presented with each set of results. A comparative summary and sample survey follow the survey results.

Forty-four organizations did not respond. These include 15 ABE programs, five ABE programs in correctional institutions, seven adult education programs on reservations, six not-for-profits dealing with special populations (two SER organizations, Catholic Social Services, Working Classroom and two churches), and eight community-based and/or volunteer-based literacy programs, including two large Albuquerque literacy programs. Additionally, three organizations contacted are working toward establishing literacy programs but did not yet offer literacy services as of the time of the survey.

Among the organizations that did not respond, we would most likely have categorized 17 as CBOs and 27 as non-CBOs. This means that the collected data represent a 58% return for CBOs and 27% return for non-CBOs. It is important to keep this in mind as these data are reviewed.

Survey Results

Non-CBOs on left facing page ("A")
CBOs on right facing page ("B")

1990 Literacy Survey - Non-CBO programs

10 responding, 27 not responding - 27% return

Responding organizations (10):

ABE-Artesia
ABE-ENMU-Roswell
ABE-UNM-353 Project
HEP-UNM, Albuquerque
Albuquerque Skills Center, Work Unlimited (JTPA)
LAC/ABE-Carlsbad
ABE-Socorro Consolidated Schools
HEP-NNMCC, El Rito
Laguna Adult Education
Tucumcari Area Vocational School

ORGANIZATIONAL DATA

Year organization was founded (6):

1987 - 1
1981 - 1
1980 - 2
1972 - 1
1965 - 1

17% of responding organizations have been in existence five years or less.

Date fiscal year begins (9):

June 1 - 1
July 1 - 5
October 1 - 3

56% have the same fiscal year as the state of New Mexico.

1990 Literacy Survey - Community-Based Organizations

24 organizations responding, 17 not responding - 58% return

Organizations responding (24):

Carlsbad-Altrusa
HELP-Mora
Artesia Literacy Council
Clayton Literacy Council
Dixon Literacy Association
San Juan College Project READ
LVA-Dona Ana County
Valencia County Literacy Council
Santa Clara Community Library
LVA-Santa Fe
Socorro County Literacy Volunteers
Standing Rock Community Literacy Project
HELP-Roswell
HELP- Albuquerque
Bernalillo Public Library
Clovis Literacy Council
The Turn Around
LVA-Cibola County
LVA-Las Vegas/San Miguel
LVA-Raton
Roswell Literacy Council
LVA-Southwestern New Mexico
Harwood Literacy Program (Taos)
Sierra County Literacy Council

ORGANIZATIONAL DATA

Year organization was founded (21):

1990 - 2	1986 - 3	1965 - 1
1989 - 5	1985 - 1	1962 - 1
1988 - 3	1984 - 1	
1987 - 3	1975 - 1	

76% of responding organizations have been in existence five or less years.

Date fiscal year begins (22):

January 1	- 2
June 1	- 2
July 1	- 14
September 1	- 2
October 1	- 2

64% of responding organizations have the same fiscal year as the state of New Mexico.

SPONSORING AGENCY/SERVICES PROVIDED

Sponsoring agency (9):

ABE program	- 3
Community college	- 2
U.S. Dept. of Education	- 2
Adult education cooperative	- 1
Independent school district	- 1
Library	- 1
JTPA	- 1
Pueblo	- 1
Local literacy council/ community based organization/church group	- 0

33% are ABE-sponsored; 22% are sponsored by a community college; 22% are US Dept. of Education programs.

Urban/rural service area (8):

Urban - 5
Rural - 5

Urban/rural service is 50% each.

Services provided by organization (9):

Adult basic education/literacy	- 9
GED preparation	- 9
ESL/ESOL instruction	- 6
Life skills	- 6
Prevocational	- 5
Intergenerational literacy	- 4
Amnesty/SLIAG instruction	- 4
Workplace literacy	- 2
Placement counseling	- 1
Traditional arts and crafts	- 1

100% of responding organizations offer adult basic education/literacy instruction and GED preparation.

100% of responding organizations offer two or more services.

SPONSORING AGENCY/SERVICES PROVIDED

Sponsoring agency (23):

Local literacy council/community based organization	- 11
ABE program	- 5
Library	- 7
Community college	- 4
Independent 501(c)(3)	- 4
Independent school district	- 1
Adult education cooperative/church group	- 1

Urban/rural service area (20):

Urban - 7
Rural - 16

30% urban; 70% rural service delivery.

Services provided by organization (23):

Adult basic education/literacy	- 22
ESL/ESOL instruction	- 13
GED preparation	- 8
Life skills	- 8
Intergenerational literacy	- 8
Amnesty/SLIAG instruction	- 8
Workplace literacy	- 4
Prevocational	- 2
OJT	- 1
Teen tutoring	- 1
Preschool	- 1

96% of responding organizations offer adult basic education/ literacy instruction. 56% offer ESL/ESOL. 35% offer GED preparation; life skills; intergenerational literacy; ammesty instruction.

78% responding organizations offer two or more services. Four organizations report providing adult basic education/literacy only, and one organization reports providing ESL/ ESOL instruction only.

TEACHERS/TUTORS-DEMOGRAPHICS

Number of teachers/tutors participating during the most recent fiscal year, by gender (8):

Male - 36
Female - 38

Total reported in this category: 74

49% male; 51% female.

Number of teachers/tutors participating during the most recent fiscal year, by ethnicity (8):

Anglo	- 28
Hispanic	- 31
Native American	- 8
Black	- 0
Other	- 0

Total reported in this category: 67

41% of teachers/tutors are Anglo: 46% are Hispanic; 12% are Native American; 0% are Black/other. According to the 1980 U.S. Census concerning ethnicities of New Mexican adults (25+), New Mexico's population is about 64% Anglo, 29% Hispanic, 5% Native American, and 2% Black/other.

Percentage of teachers/tutors who are certified teachers (8):

66%, ranging from 36%-100%.

TEACHERS/TUTORS-DEMOGRAPHICS

Number of teachers/tutors participating during the most recent fiscal year, by gender (23):

Male - 225
Female - 725

Total reported in this category: 950

76% of teachers are female, 24% are male.

Number of teachers/tutors participating during the most recent fiscal year, by ethnicity (18):

Anglo	- 682
Hispanic	- 156
Native American	- 25
Black	- 8
Other	- 4

Total reported in this category: 875

78% of teachers are Anglo; 18% percent are Hispanic; 3% are Native American; 1% are Black/other. According to the 1980 U.S. Census concerning ethnicities of New Mexican adults (25+), New Mexico's population is about 64% Anglo, 29% Hispanic, 5% Native American, and 2% Black/other.

Percentage of teachers/tutors who are certified teachers (19):

Statewide, about 42% are certified, with percentages ranging from 4% to 100% depending on the program.

***NOTE**: Some programs counted only those teachers with state teaching certificates as certified. Others counted LVA/LLA-certified tutors as well.*

TEACHERS/TUTORS-PROFESSIONAL DATA

Do you provide teacher/tutor training? (9)

Yes - 6
No - 3

67% provide teacher/tutor training.

Number of teachers/tutors trained during most recent fiscal year (8): 22

How many active teachers/tutors did you have as of the last day of your most recent fiscal year? (8)

Paid - 52
Volunteer - 16

Total reported in this category: 68

76% of teachers/tutors in this category are paid.

Number of teachers/tutors who are fulltime (8): 13

Number of programs with fulltime teachers among those responding: 5 (62%)

Do you provide support services (i.e. in-service training, meetings, etc.) for your teachers/ tutors? (9)

Yes - 9
No - 0

100% provide support services.

Describe support services (8):

Inservice training/workshops	- 5
Meetings	- 3
Videotapes	- 2
Newsletter	- 1
Job description	- 1

63% provide trainings and/or workshops as support services to their teachers/tutors.

TEACHERS/TUTORS-PROFESSIONAL DATA

Do you provide teacher/tutor training? (23)

Yes - 15
No - 8

65% provide teacher/tutor training.

How many teachers/tutors were trained during your most recent fiscal year? (22)

555 trained

How many active teachers/tutors did you have as of the last day of your most recent fiscal year? (23)

Paid - 15
Volunteer - 956

In community-based programs, 98% of teachers/tutors are volunteers.

How many of your teachers/tutors are fulltime? (22)

None

Do you provide support services (i.e. in-service training, meetings, etc.) for your teachers/ tutors? (23)

Yes - 18
No - 5

78% provide support services.

Describe support services (23):

Inservice training/workshops	- 12
Meetings	- 8
Newsletters/mailings	- 2
Volunteer recognition activities	- 2
Tutor support groups	- 2

52% of programs offer inservice training and/or workshops as support services to their teachers/tutors.

PROGRAM COORDINATORS

Do you have a program coordinator? (9)

Yes - 7
No - 2

If so, fulltime or part-time (8):

Fulltime - 5
Parttime - 2

If so, paid or volunteer (5):

Paid - 3
Volunteer - 1

Among responding programs, 78% report that they have a program coordinator. Of those with a program coordinator, 71% are full-time and apparently 75% are paid.

PROGRAM COORDINATORS

Do you have a program coordinator? (23)

Yes - 18
No - 5

If so, fulltime or part-time (22)

Fulltime - 4
Parttime - 14

If so, paid or volunteer (23):

Paid - 14
Volunteer - 5

One listed neither, but noted that library director serves as program coordinator.

Among responding programs, 78% percent report that they have a program coordinator. Of these, 78% are part-time and 74% are paid.

STUDENT DEMOGRAPHICS

Number of students participating during most recent fiscal year:

By gender (8):

Male - 1661
Female - 1407

Total by gender reported: 3018 (53% male; 47% female)

By ethnicity (8):

Anglo	- 964
Hispanic	- 2160
Native American	- 371
Black	- 86
Asian	- 30
Other	- 0

Total by ethnicity reported: 3611 (27% Anglo; 60% Hispanic; 10% Native American; 3% Black/other).

By age (7):

16-24 - 1389
25-44 - 1625
45-59 - 443
60+ - 73

Total by age reported: 3530 (39% 16-24; 46% 25-44; 13% 45-59; 2% 60+).

Number of active students as of the last day of the most recent fiscal year (5):

186 students

Number of programs reporting through ABE (3): 3

STUDENT DEMOGRAPHICS

Number of students participating during most recent fiscal year:

By gender (21):

Male - 879
Female - 701

Total by gender reported: 1580 (44% female; 56% male)

By ethnicity (21):

Anglo	- 225
Hispanic	- 1135
Native American	- 75
Black	- 14
Asian	- 40
Other	- 2

Total by ethnicity reported: 1491 (15% Anglo; 76% Hispanic; 5% Native American; 4% Black/Asian/other).

By age (20):

16-24 - 342
25-44 - 830
45-59 - 234
60+ - 67

Total by age reported: 1473 (23% 16-24; 56% 25-44; 16% 45-59; 5% 60+).

Number of active students as of the last day of the most recent fiscal year (23):

1162 students

Number reporting data on teachers/tutors and students through their local ABE program (16):

9 report through their local ABE; 7 do not.

INSTRUCTIONAL METHODS

Instructional methods (9):

One to one tutoring	- 8
Frequency of use:	
Method most frequently used	- 4
Second most frequently used	- 2
No ranking given	- 2
Small group (4 or less) tutoring	- 8
Frequency of use:	
Method most frequently used	- 1
Second most frequently used	- 3
Third most frequently used	- 2
No ranking given	- 2
Computer-assisted instruction	- 5
Frequency of use:	
Second most frequently used	- 1
Third most frequently used	- 1
Fourth most frequently used	- 1
No ranking given	- 2
Class instruction	- 5
Frequency of use:	
Method most frequently used	- 2
Second most frequently used	- 1
Third most frequently used	- 1
Fourth most frequently used	- 1

Other:
Field trips - 1 (fourth)

89% use one-to-one tutoring and small group tutoring; 56% use computer-assisted instruction and class instruction.

INSTRUCTIONAL METHODS

Instructional methods (23):

One to one tutoring	- 21
Frequency of use:	
Method most frequently used	- 16
Third most frequently used	- 1
No ranking given	- 4
Small group (4 or less) tutoring	- 14
Frequency of use:	
Method most frequently used	- 2
Second most frequently used	- 7
Third most frequently used	- 4
No ranking given	- 1
Computer-assisted instruction	- 11
Frequency of use:	
Second most frequently used	- 6
Third most frequently used	- 1
Fourth most frequently used	- 3
No ranking given	- 1
Class instruction	- 7
Frequency of use:	
Method most frequently used	- 1
Second most frequently used	- 2
Third most frequently used	- 3
No ranking given	- 1

Other:
Homework - 1 (fourth most frequently used)
Intergenerational literacy - 1 (third most frequently used)

Number of organizations listing use of one instructional method only - seven, all using one-to-one tutoring.

91% use one-to-one tutoring; 61% use small group tutoring; 48% use computer-assisted instruction; 30% use class instruction.

INSTRUCTIONAL STRATEGIES/CURRICULA

Instructional strategies/curricula (8):

Commercially prepared materials	- 8
Frequency of use:	
Method most frequently used	- 5
Second most frequently used	- 2
No ranking given	- 1
Locally developed materials	- 7
Frequency of use:	
Method most frequently used	- 1
Second most frequently used	- 2
Third most frequently used	- 1
Fourth most frequently used	- 1
Fifth most frequently used	- 1
No rankig given	- 1
Computer-aided systems	- 5
Frequency of use:	
Method most frequently used	- 1
Second most frequently used	- 2
Third most frequently used	- 1
Fourth most frequently used	- 1
LVA (Literacy Volunteers of America)	- 2
Frequency of use:	
Second most frequently used	- 1
Third most frequently used	- 1
LLA (Laubach Literacy Action)	- 2
Frequency of use:	
Third most frequently used	- 1
Fourth most frequently used	- 1

100% report using commercially prepared materials; 88% use locally prepared materials; 63% use computer-aided system; 25% use LVA; 25% use Laubach.

INSTRUCTIONAL STRATEGIES/CURRICULA

Instructional strategies/curricula (23, all but one reporting use of two or more instructional strategies):

LVA (Literacy Volunteers of America) - 13
Frequency of use:
Method most frequently used - 11
Second most frequently used - 1
Fourth most frequently used - 1

Commercially-prepared materials - 12
Frequency of use:
Method most frequently used - 3
Second most frequently used - 5
Third most frequently used - 4

LLA (Laubach Literacy Action) - 10
Frequency of use:
Method most frequently used - 6
Second most frequently used - 2
Third most frequently used - 1
No ranking given - 1

Locally-developed materials - 10
Frequency of use:
Method most frequently used - 2
Second most frequently used - 5
Third most frequently used - 1
Fifth most frequently used - 1
No ranking given - 1

Computer-aided systems - 9
Frequency of use:
Second most frequently used - 6
Third most frequently used - 2
Fourth most frequently used - 1

Other strategies/curricula listed:
"Metra" - 1 (no ranking)
U.S. Government amnesty materials - 1 (second)
KET "Learn to Read: televised series - 1 (fourth)

57% use LVA; 52% use commercially-prepared materials; 43% use LLA; 43% use locally-developed materials; 39% use computer-aided system.

FUNDING SOURCES

Funding sources (9):

Federal and state ABE	- 7
Amnesty/SLIAG	- 3
JTPA	- 2
Disadvantaged/handicapped state Voc-Ed	- 1
NMCL, donations, foundations, tuition, civic foundations, library grants, business/industry	- 0

78% receive ABE funds.

FUNDING SOURCES

Funding sources (23):

NMCL	- 14
Donations	- 11
Federal and state ABE	- 10
Library grant	- 6
JTPA	- 5
Amnesty/SLIAG	- 3
Foundations	- 3
Civic foundations	- 1
Other - 4, including:	
United Way	- 1
ABE in-kind	- 1
Library in-kind	- 1
newspaper in-kind	- 1
Business/industry	- 0
Tuition	- 0

61% receive some funding from New Mexico Coalition for Literacy; 48% through donations; 43% through ABE.

INSTRUCTIONAL SITES

Instructional sites (9):

Public schools	- 6
Adult learning center	- 4
Community center	- 3
Churches	- 2
Libraries	- 2
Privately-owned instructional facilities	- 1
Individual homes	- 1
Learning lab	- 1
Business/industry site, hospital/rehabilitation center	- 0

67% use public schools as an instructional site; 44% use an adult learning center.

Hours of operation (9):

Five days/week and evening classes	- 5
Five days/week	- 2
Two or three evenings/week	- 2

56% maintain both day and evening hours.

Communities served (9):

All identify regional services, naming several communities or a county or counties in their service area.

INSTRUCTIONAL SITES

Instructional sites (23):

Libraries	- 17
Private homes	- 11
Adult learning center	- 9
Churches	- 8
Public schools	- 6
Community center	- 5
Business/industry site	- 4
Literacy office	- 4
Hospital/rehabilitation center	- 3
Firehouse	- 1
Chapter house	- 1
Penitentiary	- 1
Community college	- 1
Privately owned facility	- 1

74% use libraries as instructional sites; 48% use private homes; 39% use adult learning centers; 35% use churches.

Hours of operation (20):

Various	- 6
Five days/week	- 6
Days and evenings	- 2
Afternoons	- 2
Evenings	- 2
Three days/week	- 1
Mornings	- 1

Communities served (22):

Out of thirty-nine counties in New Mexico, the only counties showing no literacy activity at all in this survey are De Baca and Lincoln Counties.

AREAS OF NEED

What do you see as your areas of greatest need? (8)

Volunteer recruitment	- 4
Student recruitment	- 3
Staffing	- 3
Record-keeping	- 3
Public relations	- 3
Literacy training capability	- 2
Evaluation and accountability procedures	- 2
Planning	- 1
ESL/ESOL training capability	- 1
Funding availability (state-provided) for literacy volunteer training	- 1
Secretarial support	- 1
Board development	- 0

50% identified the greatest need is volunteer recruitment; 37% each identified student recruitment, staffing, record-keeping and public relations.

CB Os-Page 11-B

AREAS OF NEED

What do you see as your areas of greatest need? (21)

Volunteer recruitment	- 11
Student recruitment	- 10
Record keeping	- 10
Board development	- 9
Staffing	- 9
Evaluation and accountability procedures	- 8
Fundraising	- 7
Public Relations	- 5
Planning	- 4
Literacy training capability	- 4
ESL/ESOL training capability	- 2
Materials and equipment	- 1
ABE support	- 1

Volunteer recruitment (52%); followed by student recruitment and record-keeping (48% each); followed by board and staff development (43%) are perceived as the areas of greatest need.

Comparative Report

Certain interesting characteristics of CBOs as compared to non-CBOs were indicated by the survey, which will be summarized here. Again, note that a 27% return from non-CBOs and a 58% return from CBOs effects the conclusivity of the data.

Among responding organizations, we note that while 76% of the non-CBOs have been in existence for more than five years, only 24% of the CBOs have been in existence for more than five years. We also note that while non-CBOs appear to serve urban and rural areas in equal proportions (50/50), the CBOs serve 70% rural areas and 30% urban areas.

Both non-CBOs and CBOs provide adult basic literacy services (96% and 100%). Non-CBOs and CBOs address ESL/ESOL about equally as well (56% and 66%). However, non-CBOs tend to offer a wider variety of services, such as GED preparation and life skills, that CBOs do not offer as widely. Whereas 100% of non-CBOs offer two or more services, 78% of CBOs offer two or more services. Among the 22% of CBOs offering only one service, that service is adult basic literacy 80% of the time, and ESL/ESOL 20% of the time.

Data on gender and ethnicity of teachers diverges significantly. While non-CBOs have an equal number of male and female teachers, CBOs have 76% female teachers. Among non-CBOs, teachers are 41% Anglo, 46% Hispanic and 12% Native American. Among CBOs, teachers are 78% Anglo, 18% Hispanic, 3% Native American. The non-CBO teacher/tutor pool is 24% volunteer, whereas the CBO teacher/tutor pool is 98% volunteer. 62% of responding non-CBOs have fulltime teachers, while none of the CBO teachers/ tutors are fulltime.

Both non-CBOs and CBOs (66%) provide training for their teachers/tutors. Non-CBOs all provide support services for their teachers and about 78% of CBOs provide support services. The most popular form of support is in-service trainings and/or workshops (63% and 52%). CBOs vary from non-CBOs in providing volunteer recognition activities to support their teachers.

Both non-CBOs and CBOs report similar data on program coordinators. 78% of responding programs of both types have a program coordinator. 71% of non-CBO program coordinators are fulltime and only 22% of CBO program coordinators are fulltime. 71-75% of program coordinators in both types of programs are paid.

In reporting data on students, there are some variations in descriptions of students served. Both non-CBOs and CBOs serve slightly more men than women (53-56% male). By ethnic description, non-CBOs serve about 27% Anglo, 60% Hispanic, 10% Native American and 3% other. CBOs serve 15% Anglo, 76% Hispanic, 5% Native American and 4% other. It is curious to note that while non-CBOs have 41% Anglo and 46% Hispanic teachers, they serve 27% Anglo and 60% Hispanic students. CBOs, on the other hand, have 78% Anglo and 18% Hispanic teachers, yet serve 15% Anglo and 76% Hispanic students.

By age, too, there is some diversity. Non-CBOs serve 39% in the 16-24 age bracket while CBOs serve 23% in that age group. However, non-CBOs serve 46% in the 25-44 age group while CBOs serve 56%. Non-CBOs serve 13% in the 45-59 age group and 2% age 60+, and CBOs serve 16% in the 45-59 age group and 5% age 60+. The non-CBOs tend to serve a younger population than the CBOs.

In terms of instructional methods, both non-CBOs and CBOs rate one-to-one tutoring first and small group (four or less) tutoring second in frequency of use. Non-CBOs have a slight preference for class instruction over computer-assisted instruction for third and fourth preference, while CBOs rank computer-assisted instruction ahead of class instruction. About 90% of non-CBOs and CBOs use one-to-one tutoring.

In terms of instructional strategies and curricula, there is divergence. Non-CBOs rank, in order of frequency of use, commercially prepared materials first, locally developed materials second, computer aided systems third, and LVA and Laubach fourth. CBOs, on the other hand, use LVA methods most frequently, followed by commercially-prepared materials second, Laubach and locally-developed materials third, and computer-aided systems fourth. Among non-CBOs, 100% report using commercially prepared materials and 88% use locally prepared materials. Among CBOs, 57% use LVA, 52% use commercially-prepared materials, and 43% use LLA and locally developed materials each.

Funding sources reflect the nature of the organizations. Non-CBOs are supported by ABE, Amnesty/SLIAG funds, JTPA, and Voc-Ed, with no funds reported from private or library sources. CBOs reflect some ABE, JTPA and Amnesty/SLIAG funding, but the majority report funding through NMCL, donations, library grants, foundations and civic organization.

Instructional sites also vary, as would be expected. Non-CBOs are located in public schools, and in learning and community centers primarily. CBOs cite libraries, private homes, adult learning centers and churches as their primary venues for instruction. Whereas 56% of non-CBOs are open five days and week and some evenings, only 10% of CBOs have hours as extensive as those of the non-CBOs. CBOs are much more likely to be open on a part-time basis than non-CBOs - 60% are open less than 40 hours/week. This also reflects that a substantial amount of direct services provided by CBOs takes place outside of the CBO office site.

In ranking areas of greatest need, both non-CBOs and CBOs place volunteer recruitment at the head of the list, followed immediately by student recruitment. Both non-CBOs and CBOs placed record-keeping and staffing in their top five priorities, although non-CBOs ranked public relations high and board development not at all, whereas CBOs ranked board development in their top five priorities and public relations relatively low.

New Mexico Coalition for Literacy
1989-90 Program Survey

_____
Organization Name

_____
Address

_____
City, Zip County

_____
Telephone number

_____
Contact Person Title

Month and year founded:_____

Fiscal year runs from (month)_____to_____

Sponsoring Agency (indicate the most accurate description):
_____Local literacy council/community-based organization
_____Adult education cooperative _____Community college
_____Independent school district _____Church group
_____Library _____ABE program
_____Other:_____

Which most accurately describes your service area?__Urban__Rural

Please indicate the services your organization supports:
_____Adult basic education/literacy _____GED preparation
_____ESL/ESOL instruction _____Amesty/SLIAG instruction
_____Intergenerational literacy _____Workplace literacy
_____Life skills _____Prevocational
_____Other:_____

Number of teachers/tutors participating during your most recent fiscal year:

Gender: _____Male _____Female

Ethnicity: _____Black _____Hispanic _____Anglo
_____Asian _____Native American _____Other

Percentage of teachers/tutors who are certified teachers:____

Do you provide teacher/tutor training? _____Yes _____No How many teachers/tutors were trained during your most recent fiscal year? _____

How many active teachers/tutors did you have as of the last day of your most recent fiscal year?
_____Paid _____Volunteer

How many of your teachers/tutors are full time?_____

Do you provide support services (i.e. in-service training, meetings, etc.) for your teachers/tutors?
_____Yes _____No
If so, please describe:_____
_____

Do you have a program coordinator? _____Yes _____No
If so: _____Fulltime or _____Parttime
_____Paid or _____Volunteer

Number of students participating during your most recent fiscal year:

Gender: _____Male _____Female

Ethnicity: _____Black _____Hispanic _____Anglo
_____Asian _____Native American _____Other

Age: _____16-24 _____25-44 _____45-59 _____60+

How many active students did you have in literacy programs as of the last day of your most recent fiscal year?_____

****

Adult Basic Education has asked us to request the following information from volunteer-based literacy programs for your most recently-completed fiscal year.

Volunteer tutor and student information:

Number of Basic Reading Tutors _____
Number of ESL/ESOL Tutors _____
Number of Other Tutors _____
Number of New Tutors _____

Number of Basic Reading Students _____
Number of ESL/ESOL Students _____
Number of Other Students _____
Number of New Students _____

Total Number of Hours of Basic Reading Instruction ____
Total Number of Hours of ESL/ESOL Instruction ____
Total Number of Hours of Other Instruction ____

Number of Other Volunteers ____
Total Number of Hours Volunteered ____

Other Services:Number of Vocational Disadvantaged ____
Number of Vocational Handicapped ____

JTPA Data: Number of students completing JTPA-1A ____
Number of economically disadvantaged
students from JTPA-1A ____

Do you currently report this information through your local ABE program? ____Yes ____No

Thank you for your help!

****

Instructional methods (indicate the method most frequently used as #1, the second most frequently used as #2, etc.):
____One-to-one tutoring ____Small group (4 or less) tutoring
____Computer-assisted ____Class instruction
____Other_____

Instructional strategies/curriculum (indicate the method most frequently used as #1, the second most frequently used as #2, etc.):
____Computer-aided systems ____Commercially prepared materials
____LVA (Literacy Volunteers of America)
____LLA (Laubach Literacy Action)
____Locally developed materials
____Other_____

Funding sources (indicate sources of current support):
____Federal and state ABE funds ____Amnesty/SLIAG ____NMCL
____Donations ____Foundations ____Tuition ____JTPA
____Civic foundation ____Library grant ____Business/industry
____Other_____

Instructional sites (indicate those currently in use):
____Public schools ____Adult learning center
____Community centers ____Business/industry site ____Churches
____Libraries ____Hospital/rehabilitation center
____Other_____

Hours of operation:_____

What communities do you serve?_____

_____

What do you see as your areas of greatest need?

_____Volunteer recruitment _____Board development
_____Student recruitment _____Fundraising
_____Literacy training capability _____Public relations
_____ESL/ESOL training capability _____Staffing
_____Record-keeping _____Evaluation and accountability procedures_____Planning
_____Other_____

We appreciate your participation in this survey. Please return these pages by June 15, 1990.

If you have any questions, please call the New Mexico Coalition for Literacy at 1-800-233-7587.